

## Title I Schoolwide Plan Template

### Instructions:

- All components of this template must be addressed.
- This example is not all inclusive and is designed to give the LEA a framework to assist in the creation of a SWP that is unique to local needs.
- The state required School Improvement Plan (SIP) alone does not meet this requirement.
- Compliance with schoolwide program requirements:
  - The schoolwide plan is developed in one year unless the LEA determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program.
  - The completed schoolwide plan is made available to the LEA, parents, and the public.
  - The information contained in the plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.
  - Schoolwide programs are comprehensively developed, reviewed and revised with parents annually. The LEA/school must keep evidence of this (meeting agendas, copies of plans and revisions, sign-in sheets of participation).
  - LEA must provide guidance about the evaluation of the schoolwide program. The LEA/school must keep evidence of this (documentation of the guidance and copy of the completed evaluation used to measure effectiveness of the SWP). Refer to the [Title I Program Evaluation toolkit](#).



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Title I Schoolwide Plan Template		
LEA Name:		Superintendent : Dr. David Hoffert
School Name: Leesburg Elementary		Principal: Nathan Polston
School Mailing Address: 6250 Old State Rd. 15, Leesburg, IN 46538		
School Telephone: 574-453-4121		
LEA Title I Program Administrator: Dani Barkey		
LEA Title I Program Administrator Mailing Address: 1 Administrative Dr., Warsaw, IN 46580		
LEA Title I Program Administrator Email Address: dbarkey@warsawschools.org		
LEA Title I Program Administrator Telephone: 574-371-5098		
Revision Date: 9/1/2021	Revision Date: 9/1/2022	Revision Date: 9/1/2023

Title I Schoolwide Plan Planning Committee Members	
Name	Position/Role
Nathan Polston	Principal
Mandy Duncan	Building Instructional Coach
Heidi Class	Kindergarten Teacher
Sarah Wiggins	1 <sup>st</sup> Grade Teacher
Krista Atkins	3 <sup>rd</sup> Grade Teacher
Stacy Huffer	4 <sup>th</sup> Grade Teacher
Tyler Runkle	5 <sup>th</sup> Grade Teacher
Mindi Reinholt	SLP
Meg Kendall	Interventionist



## Schoolwide Plan Components

1. Provide a [comprehensive needs assessment](#) of the entire school taking into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

*Response:*

### **Component 1 – Needs Assessment**

#### **Vision, Mission, & Values**

Our mission is to inspire and equip all students to continuously acquire and apply knowledge and skills while pursuing their dreams and enriching the lives of others.

We believe that:

- Everyone has value.
- Every individual has something to contribute.
- Learning enriches life.
- Honesty, integrity, and trust are fundamental to thriving relationships.
- Embracing diversity strengthens community.
- People have life-changing power.
- Giving of time, talent, and resources is vital to the well-being of the community.

#### **School Profile**

Leesburg Elementary School is one of eight elementary buildings in the Warsaw Community Schools, serving students in kindergarten through sixth grade. Our school currently includes 406 Blue Blazers, the traditional school mascot. Our students are taught and cared for by a total of 69 adults; 31 certified faculty members and 38 support personnel.

The most obvious change in Leesburg's enrollment that has been witnessed is the increase in the Hispanic population, which has more than quadrupled over the last eight years and now constitutes 30 percent of our student body. While there is a substantial core of families who have remained at Leesburg Elementary School for the duration of their children's elementary years, the student population reflects the local and national trend of mobility.

Leesburg, like many rural communities, has experienced urbanization. While realizing the transition from rural to a more urban type environment is inevitable, and not detrimental, it is Leesburg's staff goal to maintain the students' identities with the Leesburg area. To accomplish this, we strive to initiate a community out-reach program and various activities that strengthen the bond between our



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students and the Leesburg community. Leesburg has a partnership with a couple of local businesses. The goal of this partnership is to work together for the good of our students.

The staff of Leesburg Elementary School strives to ensure that each child has the opportunity to participate in an extra-curricular activity. In the realm of athletics, volleyball, track, soccer, basketball, and cheerleading are offered for both boys and girls. There are many clubs offered, including Chess Club, Drama Club, a Martial Arts Club, and Student Council. Leesburg Elementary staff, working with our Parent Teacher Organization, holds a 5K Color Run, Reading Night, and Breakfast with Santa to provide our community opportunities to become involved with our school. These activities not only interest the students, but also allow the community to take an active role in the lives of these children.

Leesburg has an average level of parent support and participation. Many parents attend our open house in August and parent-teacher conferences later in the semester. The last three years have an average of over 90% parent attendance at these conferences. Teachers encourage a close relationship between parents and students by informing families of classroom activities and student progress through the use of midterms, regular report cards, regular newsletters from the office, classroom, and PTO, phone calls, emails, Friday folders, and extra parent conferences. Teachers are also able to communicate students' daily grades by posting them on Power School (Web Based Student Data System) which parents can access to view their students' grades. Standardized test results also are shared regularly with parents. The School-Wide Plan goals will be published in the school newsletter and will be available for the general public in the office. The staff also has collected a wide variety of parenting materials including books, pamphlets, and videos to assist parents in their role. Our detailed curriculum is available on the school's homepage, in each teacher's classroom and in the school office.

As the staff looks toward achieving the goals selected for the School-Wide Plan, staff development in Professional Learning Communities and technology will be a part of that process. The Warsaw Community School district provides free summer in-services for all staff to increase technology skills. The district also provides staff development release days during the school year to work on selected goals, including the use of technology. Our building technology support specialist is available to the staff to work on classroom projects, web-site construction, software use, and technology trouble shooting. In addition, our building also has technology mentor who is responsible for leading monthly in-services related to building technology needs. Staff members also have a wide range of support technology available to encourage student achievement, such as HyperStudio, Microsoft Publishing, Inspiration, and Kidspiration.

In conclusion, the Warsaw Teacher Academy is available to all teachers for the development of skills in many areas that increase student achievement. Classes and release time are available for training in such areas as Cooperative Learning, and Brain Compatible Research, and Classroom Management. All of these programs help to support the Leesburg staff as we seek to meet the stated goals and objectives in our school-wide plan.

**Analysis of Data**

Upon review of the Leesburg Elementary 2014 ISTEP+ data, we see that our students in 3<sup>rd</sup> and 4<sup>th</sup> grades surpassed the state and corporation averages for math. Our 3<sup>rd</sup> grade ELA scores fell about 3% from the previous year. Our 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grade students were overall below the state and district averages in language arts (Leesburg continues to work in this area as Leesburg has the highest second language percentage in the district).

The graph below shows how the same group of students progress from year to year at Leesburg Elementary. Overall net gains and losses are identified and tracked.

## LEESBURG ELEMENTARY ILEARN 2019

**Note:** Passing Scores below are those recorded by the same class of students over the time listed across the grade levels they were tested.

<b>Grade 6</b>	<u>Language Arts</u>	<u>Math</u>
2019	42.1%	61.4%
<b>Grade 5</b>	<u>Language Arts</u>	<u>Math</u>
2019	31.7%	40%
<b>Grade 4</b>	<u>Language Arts</u>	<u>Math</u>
2019	26.7%	46.7%
<b>Grade 3</b>	<u>Language Arts</u>	<u>Math</u>
2019	36.5%	54%

**Summary:** The stair-step growth of students from one year to the next is the primary reason for this chart. We are comparing apples to apples (as much as possible) as we look at the patterns of our student growth. Every year our scores should climb up words.



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## Student achievement data

### Presentation of Data: Student Data

#### Grade 3

#### Performance on the ILEARN English/Language Arts Grade 3 Test: Leesburg Elementary School, Spring 2019

Breakdown by: All

Comparison: ON

Name	Number of Students	Average Scale Score	Percent Proficient	Percent of Students in Each Proficiency Level	Number of Students in Each Proficiency Level
Indiana	82980	5450	46	31 23 28 18	25741 19230 23162 14847
Warsaw Community Schools (4415)	533	5443	41	35 25 27 14	184 131 143 75
Leesburg Elementary School (4415_3613)	68	5440	37	35 28 28 9	24 19 19 6
Students with no group (Teacher)	68	5440	37	35 28 28 9	24 19 19 6



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## Performance on the ILEARN Mathematics Grade 3 Test: Leesburg Elementary School, Spring 2019

Breakdown by: All

Comparison: ON

Name	Number of Students	Average Scale Score	Percent Proficient	Percent of Students in Each Proficiency Level	Number of Students in Each Proficiency Level
Indiana	82987	6437	58	23 19 33 25	19219 15561 27075 21132
Warsaw Community Schools (4415)	531	6434	58	24 18 35 23	130 95 185 121
Leesburg Elementary School (4415_3613)	67	6422	55	30 15 39 16	20 10 26 11
Students with no group (Teacher)	67	6422	55	30 15 39 16	20 10 26 11

For 3<sup>rd</sup> grade, we are close, but below the state and corporation percent proficient in both ELA and math. We are 9% points away from the state average in ELA and 3% points away from the state average in math.

## Grade 4

### Performance on the ILEARN English/Language Arts Grade 4 Test: Leesburg Elementary School, Spring 2019

Breakdown by: All

Comparison: ON

Name	Number of Students	Average Scale Score	Percent Proficient	Percent of Students in Each Proficiency Level	Number of Students in Each Proficiency Level
Indiana	84049	5481	45	31 24 26 20	25638 20300 21544 16567
Warsaw Community Schools (4415)	499	5482	44	31 25 23 21	153 126 116 104
Leesburg Elementary School (4415_3613)	46	5448	26	46 28 17 9	21 13 8 4
Students with no group (Teacher)	46	5448	26	46 28 17 9	21 13 8 4



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## Performance on the ILEARN Mathematics Grade 4 Test: Leesburg Elementary School, Spring 2019

Breakdown by: All Comparison: ON

Name	Number of Students	Average Scale Score	Percent Proficient	Percent of Students in Each Proficiency Level	Number of Students in Each Proficiency Level
Indiana	84040	6477	53	26 21 33 21	21652 17443 27606 17339
Warsaw Community Schools (4415)	500	6475	53	27 20 36 17	134 101 178 87
Leesburg Elementary School (4415_3613)	46	6455	48	37 15 39 9	17 7 18 4
Students with no group (Teacher)	46	6455	48	37 15 39 9	17 7 18 4

Our 4<sup>th</sup> grade also falls short of the state average and corporation average of percent proficient students in ELA and math. Our ELA in this grade is well below the state and corporation average. Our math average of percent proficient is only 5% points below.

## Grade 5

### Performance on the ILEARN English/Language Arts Grade 5 Test: Leesburg Elementary School, Spring 2019

Breakdown by: All Comparison: ON

Name	Number of Students	Average Scale Score	Percent Proficient	Percent of Students in Each Proficiency Level	Number of Students in Each Proficiency Level
Indiana	86274	5513	47	29 24 32 15	25004 20672 27470 13128
Warsaw Community Schools (4415)	554	5512	44	31 25 28 16	172 140 155 87
Leesburg Elementary School (4415_3613)	66	5481	29	47 24 23 6	31 16 15 4
Students with no group (Teacher)	66	5481	29	47 24 23 6	31 16 15 4





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## Performance on the ILEARN Mathematics Grade 5 Test: Leesburg Elementary School, Spring 2019

Breakdown by: All Comparison: ON

Name	Number of Students	Average Scale Score	Percent Proficient	Percent of Students in Each Proficiency Level	Number of Students in Each Proficiency Level
Indiana	86259	6501	47	27 25 25 22	23543 21860 21807 19049
Warsaw Community Schools (4415)	554	6505	48	28 24 23 25	156 132 126 140
Leesburg Elementary School (4415_3613)	66	6483	36	33 30 24 12	22 20 16 8
Students with no group (Teacher)	66	6483	36	33 30 24 12	22 20 16 8

Again, we are below the state averages and corporation averages in both ELA and math. We are 11% points below the state in math and we are significantly below the state in ELA at 18% points.

## Grade 6

### Performance on the ILEARN English/Language Arts Grade 6 Test: Leesburg Elementary School, Spring 2019

Breakdown by: All Comparison: ON

Name	Number of Students	Average Scale Score	Percent Proficient	Percent of Students in Each Proficiency Level	Number of Students in Each Proficiency Level
Indiana	85738	5534	47	27 26 30 18	23166 21986 25564 15022
Warsaw Community Schools (4415)	557	5540	48	25 27 29 20	137 150 159 111
Leesburg Elementary School (4415_3613)	61	5529	41	34 25 23 18	21 15 14 11
Students with no group (Teacher)	61	5529	41	34 25 23 18	21 15 14 11



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## Performance on the ILEARN Mathematics Grade 6 Test: Leesburg Elementary School, Spring 2019

Breakdown by: All

Comparison: ON

Name	Number of Students	Average Scale Score	Percent Proficient	Percent of Students in Each Proficiency Level	Number of Students in Each Proficiency Level
Indiana	85709	6527	46	30 24 26 20	25931 20516 21944 17318
Warsaw Community Schools (4415)	557	6540	50	28 22 26 25	155 121 143 138
Leesburg Elementary School (4415_3613)	61	6548	61	23 16 30 31	14 10 18 19
Students with no group (Teacher)	61	6548	61	23 16 30 31	14 10 18 19

Our 6<sup>th</sup> grade math percent proficient is higher than the state and corporation average. We are 15% points above the state average and 11% points above the corporation average. Our ELA in the grade level is still below both the state and corporation averages by 6-7% points.

Note: Guidance for completing the [Comprehensive Needs Assessment \(CNA\)](#)

1. Establish a Comprehensive Needs Assessment planning team
2. Develop a vision of excellence
3. Create a school profile
4. Identify focus areas
5. Collect additional data on focus areas
6. Analyze data to determine [key findings and root causes](#)

*The school/LEA creates a plan based on the results of the comprehensive needs assessment which includes the following components:*

2. Describe schoolwide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will do the following:
  - provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards; and
  - use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
  - address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include—
    - counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
    - preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
    - implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);

*Response:*

Goal 2020-2023: All school staff will improve the reading achievement and progress of all students so that the following improvement targets are met, and students are on track for college and career readiness.

Benchmark: By Spring of 2022, at least 70% of all students will meet or exceed State Standards in English/LA measured by ILEARN.

Supporting Data	Standardized Assessments	Locally Developed Assessments
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<p>ILEARN scores</p> <p>NWEA</p> <p>Fountas and Pinnell</p>	<p>ILEARN/IREAD</p> <p>NWEA</p>	<p>Fountas and Pinnell Reading Assessment</p> <p>Common Formative Assessments (Illuminate)</p>
Intervention	Research/Best Practices	Resources
<p>Students will improve their reading level and comprehension skills as indicated by data derived from NWEA/FAST and Fountas and Pinnell.</p> <p>RTI Research Based Best Practice Interventions will be utilized.</p> <p>Fundations</p> <p>LLI</p> <p>Peer Tutor</p>	<p>Modified Reading Recovery</p> <p>Guided Reading Groups</p> <p>Balanced Literacy</p>	<p>Peers, librarian, assistants, Indiana Literacy Corps</p>
Instructional Activities	Media/Technology	Professional Development
<p>Teachers will teach skills necessary to demonstrate knowledge about story content-plot and details, main idea, non-fiction/informational text etc.</p>	<p>Students will use technology to take the NWEA and FAST assessment.</p> <p>Also, teachers will utilize technology to administer the</p>	<p>Teachers will receive training in the NWEA and FAST program.</p>



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<p>Guided Reading Groups:</p> <p>Teachers and reading assistants are working as a team to instruct reading to students at the child's level of reading development using leveled readers and other curriculum materials. This strategy addresses all students and/or subgroups.</p> <p><i>(Cultural Comp.)</i></p> <p>Summer School. 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> graders will be provided the opportunity to go to the summer reading camp. At the reading camp, students are taught reading strategies in small groups while a component of exercise is also utilized.</p> <p>Utilized peer tutors for Language Arts assistance.</p>	<p>NWEA and FAST assessment.</p> <p>Teachers will use the technology to evaluate student process and conference with students.</p>	<p>Reading Recovery strategies.</p> <p>Guided Reading Groups.</p> <p>Balanced Literacy Training</p> <p>Readers Workshop Training</p>
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Goal 2020-2023: All school staff will improve the writing achievement and progress of all students so that the following improvement targets are met, and students are on track for college and career readiness

Benchmark: By Spring of 2023, at least 70% of all students will be at or above mastery on school-wide performance assessment, measured by ILEARN.

Supporting Data	Standardized Assessments	Locally Developed Assessments
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ILEARN scores NWEA/FAST Writing Prompts	ILEARN NWEA/FAST	Writing Prompts  Formative Assessments (Illuminate)
Intervention	Research/Best Practices	Resource
Students will write on a daily basis. Writing will be across curriculum.  Special Education teachers will co-teach in general ed. Classrooms to assist identified students in reading/ comprehension skills – journal writing will be maintained.	ALL WRITE!  Writer's Workshop	Staff, Journals, All-Write, Writer's Workshop, Indiana Literacy Corps. Region 8 Materials
	Strategies	
Instructional Activities	Media/Technology	Professional Development



Students will write daily.  They will use all steps in process writing.  Guided Reading Groups.  Implemented swoop teams for guided reading.  Utilize peer tutors	Written work will be word-processed as much as possible in preparation for the PARCC assessment.  Students will learn to use technology for research appropriate to their writings.  This will be assisted by the media specialist.	Training will occur in process writing.  Teachers will learn a variety of ways to publish student work.  Writer's Workshop.  Summer Writer's Workshop
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Goal 2020-2023: All school staff will improve the mathematics achievement and progress of all students so that the following improvement targets are met, and students are on track for college and career readiness.

Benchmark: By Spring of 2023, at least 70% of all students will be at or above mastery on school-wide performance assessment, measured by ILEARN.

Supporting Data	Standardized Assessments	Locally Developed Assessments
ILEARN scores  NWEA/FAST  Math EnVision 2.0 Pretest  Math EnVision 2.0 Posttest	ILEARN  NWEA/FAST	Math EnVision 2.0 Pretest  Math Envision 2.0 Posttest  Illuminate Grade level constructed formative assessments.



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Intervention	Research/Best Practices	Resources
NWEA Peer Tutor		Math EnVision 2.0 trainers Math Coaches
	Strategies	
Instructional Activities	Media/Technology	Professional Development
Utilize peer tutors Math EnVision 2.0	Math EnVision 2.0 manipulatives	Math EnVision 2.0 Training





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3. Provide instruction by effective, properly-licensed teachers.		
Staff Name	Assigned Class/Subject	Licensure/Certification
Heidi Class	Kindergarten English DLI	Elementary Primary/Intermediate Generalist, Rules 2002
Lindsey Wallen	Kindergarten	Elementary Primary/ Intermediate Generalist, Rules 2002
Solemar Rosario	Kindergarten Spanish DLI	Elementary Generalist, REPA 3
Joel Duran	1 <sup>st</sup> Grade Spanish DLI	Elementary Generalist, REPA 3
Janet Kier	1 <sup>st</sup> Grade	General Elementary, Bulletin 400
Sarah Wiggins	1 <sup>st</sup> Grade English DLI	Elementary Primary/ Intermediate Generalist, Rules 2002
Elizabeth VanWormer	1 <sup>st</sup> Grade	Elementary Generalist, REPA 3
Treleen Cox	2 <sup>nd</sup> Grade English DLI	General Elementary, Rules 46-47
Julian Luna	2 <sup>nd</sup> Grade Spanish DLI	Elementary Generalist, REPA 3
Mariah Lewis	2 <sup>nd</sup> Grade	Elementary Generalist, REPA 3
Ramie Perry	2 <sup>nd</sup> Grade	Elementary Generalist, REPA
Krista Atkins	3 <sup>rd</sup> Grade	General Elementary, Rules 46-47
Abby Humbarger	3 <sup>rd</sup> Grade	General Elementary, Rules 46-47
Ashley Myers	3 <sup>rd</sup> Grade	Elementary Generalist, REPA
Stacy Huffer	4 <sup>th</sup> Grade	General Elementary, Rules 46-47
Angie McCleary	4 <sup>th</sup> Grade	General Elementary, Rules 46-47
Karen Lopez	5 <sup>th</sup> Grade	Elementary Generalist, REPA 3
Tyler Runkle	5 <sup>th</sup> Grade	Elementary Generalist, REPA
Teresa Jordan	6 <sup>th</sup> Grade	General Elementary, Rules 46-47
Cassie Rashley	6 <sup>th</sup> Grade	Elementary Generalist, REPA
Megan Kendall	Title 1 Interventionist	Elementary Primary/Intermediate Generalist, Rules 2002
Kirsta Dausman	Resource 4 <sup>th</sup> -6 <sup>th</sup>	Learning Disabled, Mildly Mentally Handicapped, Seriously Emotionally Handicapped, Rules 46-47
Kristin Harrelson	Resource K-3 <sup>rd</sup>	Elementary Generalist, Mild Intervention, REPA
Mandy Duncan	Instructional Coach	General Elementary, Rules 46-47
Karen Klimpert	Art	Visual Arts, Rules 46-47

Rebecca Crim	Music	Instrumental and Vocal General Music, Rules 2002
Doug Ogle	Physical Education	General Elementary/Physical Education, Rules 46-47
Autumn Smith	English Language	Elementary Generalist, REPA 3
Lori Roberts	English Language	Elementary Generalist, REPA 3
Cara Allebach	Mental Health Therapist	School Social Worker, Rules 2002
Crystal Kreider	DLI Instructional Coach	Elementary Primary/Intermediate Generalist, Spanish, Rules 2002
Mindi Reinholt	Speech/Language Pathologist	Speech, Language, and Hearing Clinician, Rules 46-47
Nathan Polston	Principal	Building Level Administrator, Elementary Primary/Intermediate Generalist, Rules 2002

4. Describe plans to provide high-quality, ongoing professional development for teachers, paraprofessionals, and other school personnel.

*Response:*

PD: All WCS educators receive job-embedded professional learning through building-based instructional coaches. Each year, priorities for professional learning are identified based on student data, and curricular focus areas. A plan for professional learning is created and implemented through a combination of pull-out training, in-class coaching, and school-based PD. All professional learning is focused on the improvement of educator effectiveness and is aligned to school and district goals.

Induction: New teachers to WCS receive induction through a three-tiered approach. Each summer, all new staff to WCS receive two days of New Teacher Onboarding. WCS New Teacher onboarding focuses on aligning new staff to our purpose, becoming familiar with our adopted curriculum, and the foundational components of an effective professional learning community. As a second tier, all new WCS teachers are paired with a veteran mentor. Each month, the mentor meets with their mentee and specific activities are assigned to help the new teacher reflect on their experiences at WCS.

Finally, all new teachers to WCS receive job-embedded professional learning weekly through the professional learning community they are assigned to. Professional learning with in the PLC focuses on adopted curriculum, formative assessment, and responsive intervention.



5. Describe strategies to recruit and retain effective, properly-licensed teachers, particularly in high-need subjects. Examples could include: Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs; and, career pathways for teacher leaders.

*Response:*

**Recruitment:** WCS has a strategic plan for the talent management of employees. We attend all major and some minor recruitment fairs within and around Indiana to attract the best candidates. Our interview process is comprehensive to ensure we hire quality candidates. We have also increased our partnership with area universities and colleges to ensure the maximum number of student teaching placements within our district. We believe that by being part of their training we can grow highly qualified individuals that can become future employees.

**Retention:** WCS offers a variety of ongoing educational opportunities to continue to grow our teachers which includes: instructional PD, school safety, technology as well as a scholarship program for employees seeking advanced degrees.

6. Describe strategies to increase parental involvement.

*Response:*

**District:** The district hosts a large scale strategic planning retreat each fall to update key stakeholders as well as solicit feedback on our plan and progress. Throughout the year we include students and their families in school spotlights at bimonthly board meetings. The WCS communications plan also works to engage parents in the work of the schools.

**School:** Parent nights occur throughout the year in the form of focus groups, informational meetings, presentations, math or literacy trainings for parents or heritage celebrations. Specifically include: Families of English learners and limited English proficient parents: A quarterly coffee and conversations has also been established that seeks to engage EL families within the district as well as a heritage night that is required at each of our elementary schools.

**Families of students with disabilities:** Our teacher of record caseloads are typically 25 students which allows for relationships to be built with families. As students reach transition times in their educational career (preschool to elementary, elementary to middle school, middle school to high school, and high



school to young adult program), we provide students and families with individualized tours of new environments if determined to be needed or requested. There is also an additional case conference scheduled toward the end of the school year to ensure that families can receive information about

individualized plans, ask questions, contribute to a transition plan, and meet new staff members.

Families of high-ability students: At the end of grades K, 2, and 6 we send home a letter to all parents indicating the scores their child has scored in the high ability identification process, whether they

qualify or not. Parents are encouraged to reach out if they have questions.

We have two parents who serve on the high ability broad-based committee for the district. Parents of students who qualify as having general intellect in high ability identification

at the end of 2nd grade are invited to meet to discuss participation in the shelf-contained classroom starting in 3<sup>rd</sup> grade. Typically this meeting is in-person.

This year parents communicated with the teacher of this classroom individually.

7. Describe plans for assisting preschool children in the transition from early childhood education programs, such as Head Start, to local elementary school programs.

*Response:*

Warsaw Community Schools hosts an annual Kindergarten Round-Up event in the spring for all incoming kindergarten students in the fall. This event provides information to parents on the upcoming registration process as well as give families the opportunity to meet their building staff, principal, and teachers. Parents also learn about our kindergarten programs, what a day in kindergarten looks like, and learn about the curriculum the students will be learning throughout the year. The event is held at each elementary school. While at the event, students also get a tour of the building, experience walking through the cafeteria line, seeing the kindergarten classrooms, and getting on a school bus.

Our corporation has also partnered with our local United Way to offer a kindergarten countdown program for all students who do not have preschool experience coming into kindergarten. This program runs during the summer by kindergarten teachers. This program helps students get ready for the kindergarten experience.

8. Describe opportunities and expectations to include teachers in decision making regarding the use of data from academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

*Response:*

Our School Improvement Team/Leadership Team meets on a weekly basis. Our overall goal is to self-assess our current reality and reflect on where best to drive efforts to accelerate change. Areas of focus are Climate and Culture, Data-informed Decision Making and Collaboration, Planning and Instructional Systems, Observation, Feedback and Coaching, School-Wide Professional Development, and Interventions. Data from our academic assessments is used to determine our focus areas. Our team then identifies our school's priority/problem of practice, our desired outcome, and the root cause to address the hypothesis of priority. Once these questions have been answered, and our critical actions have been identified, our team shares our plan with the rest of the teaching staff.

9. Describe activities and programs to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance.

*Response:*

Every class and grade level has a tier 2 remediation/enrichment block in the master schedule. This block supports students that are lacking skills or students that need challenged. Our kindergarten, 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> grades also receive reading interventions through our Title 1 Interventionist and her team. Our intervention team uses LLI or Next steps to support students and their specific needs. These interventions are done 4-5 times a week with fidelity.

10. Describe the coordination and integration with other Federal, State, and local services, resources, and programs.

*Response:*

WCS operates using an administrative cabinet team. Each member takes part in the allocation of Title funding. Through the form 9 process, the business office helps provide documentation that WCS uses title funds (Title II, Title III, Title IV) to supplement not supplant. We also use the form to ensure we are meeting the needs of all of our schools by proper allocation of title funding.



DEPARTMENT OF EDUCATION

**Dr. Jennifer McCormick**  
Superintendent of Public Instruction

*Working Together for Student Success*

11. If operating a blended schoolwide program, identify which federal grants will be blended and describe how the schoolwide program as a whole addresses the intent and purposes of each of the Federal education programs whose funds were blended to support it. (Funds available for blending: Title I, II, III, IV, Rural and Low Income Schools, and Immigrant Influx)

*Response:* Our corporation does not blend title funds. NA